Instructor information

Course Instructor: Marc Lochbaum, Ph.D.
Phone: 806.834.0882 (TTU phone)
Office & Office Hours: KSM 146, our course is fully online. Please email to set up a time to visit. Skype, FaceTime, etc. are all very doable. If you live in Lubbock, then we can meet in person.
E-mail: marc.lochbaum@ttu.edu

Student Learning Outcomes for Kinesiology Majors

Upon completion of the B.S. in Kinesiology, students should be able to:

SLO#1 - Describe physiological, psychological, and behavioral responses to exercise and physical activity.

SLO#2 - Design and implement exercise programs to improve physical function in adults with various age groups and health conditions.

SLO#3 - Demonstrate competency in assessing human performance.

SLO#4 - Write clearly and effectively to communicate within a professional health-care setting.

Catalog Course Description

Psychological principles and theories regarding antecedents and consequences of exercise behaviors that can be applied to healthy individuals and clinical populations.

Course Prerequisites

KIN majors, minors, and concentrations only; C or better in KIN 3318.

Course Overview

Physical inactivity has been identified as one of the leading causes of death worldwide and a major risk factor for chronic diseases like coronary heart disease, type II diabetes, and several cancers. A global hope for change is Exercise in Medicine®. Health care providers know engaging in regular physical activity reduces the mortality risk of breast cancer, all causes of cardiovascular disease, and Alzheimer’s disease. Typically, not common knowledge is that engagement in physical exercise offers both preventative and therapeutic mental health benefits. For instance, intentional physical exercise is an effective treatment to a number of conditions such as chronic pain, Alzheimer’s (as previously mentioned) and Parkinson’s diseases, depression, anxiety, body perception disorders, and eating addictive disorders. Some research suggests physical exercise may be effective in reducing symptoms of schizophrenia.

Researchers have examined the impact of physical exercise and sport participation on mental health for nearly a century. Though again, compared to knowledge of physical activity on physical health, these studies are not known to most people. Yet, over half of the adults in the United States fail to meet the recommendations for physical activity in the 2008 Physical Activity Guidelines, while one-third of adults are obese. Worldwide, children and youth engage in epidemically low levels of daily physical activity. Since knowledge is power, this course teaches the basis for understanding how daily physical exercise dramatically impacts mental health. To do so, the course focuses on worldwide physical activity rates, individual level determinants of physical activity (e.g., personality, motivation), and the
role of media, social support, and large scale group interventions on physical activity and thereby mental health of groups and societies on whole.

Course Objectives/Learning Outcomes

By the end of this course, students will be able to:

1. To identify topics within the field of exercise psychology and evaluate current physical activity trends
2. Assess factors inside oneself as related to exercise participation and outside oneself such as social support networks and mass media as related to exercise participation
3. To explain how LTPA engagement impacts mental health (including cognitive functioning) in people
4. To describe and evaluate the utility of motivation theories on physical activity trends
5. Evaluate and apply large scale interventions to community-wide physical activity trends

Methods for Assessing the Course Objectives/Outcomes

The course objectives/outcomes will be assessed by the following:

- 3 exams
- 13 written assignments

Grade Determination Criteria

The following section concerns how earn your grade in this course as well as when to expect grades to be posted.

- Each exam is worth 12.5 points.
- The first written assignment is worth 2.5 points.
- Written assignments 2-13 are worth 5 points each.

Outline of Points

- Exams 37.5 points
- Written assignments 62.50 points
- Total points 100

Grading scale

- >= 90 points A
- 80.00 to 89.99 B
- 75.00 to 79.99 C
- 70.00 to 74.99 D
- <=69.99 F

What is a week?

- The course is organized around Monday to Friday. There will not be assignments due on Saturday, Sunday, and any university holidays.

Grading Turnaround Time

- Exams will be graded within an hour after due date and time.
- Written assignments will be graded by Monday morning of the next week.

Written Assignment Grading Rubric
The following rubric will be used written assignments 2-13. Points will be divided by two on the scale for written assignment #1.

<table>
<thead>
<tr>
<th>Points</th>
<th>What occurred</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Did not follow at least one of the posting rules; content of post does not matter</td>
</tr>
<tr>
<td>1</td>
<td>All posting rules followed; content of post did not address assignment</td>
</tr>
<tr>
<td>2</td>
<td>All posting rules followed; content of post demonstrates minimal understanding of topic</td>
</tr>
<tr>
<td>3</td>
<td>All posting rules followed; content of post demonstrates basic understanding of topic</td>
</tr>
<tr>
<td>4</td>
<td>All posting rules followed; content of post demonstrates good understanding of topic</td>
</tr>
<tr>
<td>5</td>
<td>All posting rules followed; content of post demonstrates exceptional understanding of topic</td>
</tr>
</tbody>
</table>

**Course Schedule**

**Module 1: Introduction to Exercise Psychology and Physical Activity Epidemiology**

Module 1 aligns with Course Objective 1.

Module 1 Objectives: By the completion of this module, students will be able to

- Explain personal knowledge/experiences in the field of exercise psychology
- Formulate topics of interest in exercise psychology
- Differentiate exercise psychology from other psychology fields
- Describe general physical activity patterns for people < 18, > 18 years of age
- Argue the state of our world from a physical activity or inactivity and health perspective

Readings: Chapter 1 and Chapter 2 in course text; Posted readings along with written assignments

Assignments

- Written assignment 1 (Introduction)
- Written assignment 2 (Three questions, personal experiences, and NBC Clip)
- Written assignment 3 (Are we worse off?)
- Test 1

**Module 2: Psychosocial Influences of Physical Activity**

Module 2 aligns with Course Objective 2.

Module 2 Objectives: By the completion of this module, students will be able to

- Discriminate types of personality traits in relation to physical activity
- Compare one’s personality profile to research on personality and physical activity
- Evaluate one’s social support network in relation to your physical activity patterns
- Appraise a popular press magazine in relation to body image and physical activity
- Recognize the seriousness of body image disorders
Readings: Chapter 5, Chapter 7, and Chapter 8 in course text; Posted readings along with selected written assignments

Assignments

- Written assignment 4 (Personality and exercise behavior)
- Written assignment 5 (Social influences and my exercise)
- Written assignment 6 (Mass media)
- Test 1

Module 3: Mental Health and Physical Activity

Module 3 aligns with Course Objective 3.

Module 3 Objectives: By the completion of this module, students will be able to

- Understand different types of mental health diagnoses
- Recognize the depth of research concerning mental health and physical activity
- Examine state-of-the art research in mental health and physical activity
- Evaluate the impact of physical activity on mental health
- Design physical activity programs to improve mental health

Readings: Chapter 9-13; Posted readings along with selected written assignments

Assignments

- Written assignment 7 (Optimal physical activity)
- Written assignment 8 (Stress and exercise)
- Written assignment 9 (Depression and exercise)
- Written assignment 10 (Cognition, aging, and exercise)
- Test 2

Module 4: Understanding LTPA Theories and Models

Module 4 aligns with Course Objective 4.

Module 4 Objectives: By the completion of this module, students will be able to

- Identify type of physical activity theories and models
- Appraise the influence of self-efficacy on physical activity barriers
- Distinguish among Self-Determination Theory constructs
- Evaluate effectiveness of goal setting to changing physical activity
- Design a goal setting program to increase health

Readings: Chapter 3 and 4 in our course text

Assignments

- Written assignment 11 (Self-efficacy and physical activity barriers)
- Written assignment 12 (Goal setting)
- Test 3 (in Finals week)

Module 5: Approaches to Increasing LTPA

Module 5 aligns with Course Objective 5.
Module 5 Objectives: By the completion of this module, students will be able to

- Identify and distinguish behavioral and social approaches to increasing physical activity
- Create a community-wide physical activity intervention

Reading: Chapter 6

Assignments

- Written assignment 13 (Creating the optimal city)
- Test 3 (in Finals week)

Due Dates and Time

See our day to day schedule.

Text required


ISBN: 978-0-367-18679-7 (paperback)
ISBN: 978-0-367-18679-0 (eBook)

We will use our textbook for our exams and many of our assignments. Besides the bookstores, you will find this text on Amazon and such sites.

Online Interactions

This section details information concerning our online interactions.

General Netiquette Rules

- Make the Connection. Electronic communication (email, discussion forums, etc.) is how you share ideas with other participants in this course. Online environments can separate the person from the ideas received in this course. Remember, like you, someone is on the other side of an email or discussion posting. Communicate with fellow participants as you would in a face-to-face course.
- Be Professional. Your coursework is more than learning facts; you are preparing for a career. You are learning to interact with your fellow course participants as you would in your future professional life. Your conduct in this course should reflect this. Your communication should follow standard rules for grammar and spelling (unless in an online chat) and be clear, concise and intelligent.
- Have Opinions. Everyone is entitled to have an opinion. In discussion forums, everyone is encouraged to share them.
- Respect Disagreement. People have the right to disagree with you. However, disagreement should never be personal. Online discussions are a means to share ideas and practice the skill of persuasion. Persuasive speech cannot be achieved with hurtful, hateful or inappropriate language. Review your posts before you publish and reread them for unintended meanings.
- Ask Questions. Cultural influences can influence communication in terms of phrasing and word choice. The lack of visual and auditory clues may affect meaning, as well. Before jumping to conclusions, ask for clarification.
- Be Forgiving. For the majority of participants, online communication is straightforward. Sometimes unintended meanings are conveyed.
Communication with Instructor

You may email me at marc.lochbaum@ttu.edu. The turnaround time for answers again is 48 hours though I hope you find that I am very prompt in my replies. I am around regardless of what country I am in. Be sure to ask or tell me what is going on with you when needed.

Computer Emergency Plan

If you have an issue with your computer, you need to email me during the issue. All due dates and times will be at 4 PM, so that we are all able to communicate during the day.

Additional Information

Absence Due to Religious Observance

A student who is absent from classes for the observance of a religious holy day, according to the legal definition, will be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the 15th day after the first day of the semester, the student has notified the instructor of each scheduled class that the student will be absent for a religious holy day. This notification will be in writing and will be delivered by the student personally to the instructor of each class, with receipt of the notification acknowledged and dated by the instructor, or by certified mail, return receipt requested, addressed to the instructor of each class. A student who is excused under this policy must not be penalized for the absence, but the instructor may appropriately respond if the student fails to complete the assignment satisfactorily.

Absence due to Officially Approved Trips

The Texas Tech University Catalog states that the person responsible for a student missing class due to a trip should notify the instructor of the departure and return schedule in advance of the trip. The student may not be penalized and is responsible for the material missed.

Illness and Death Notification and Absences

Whether an absence is excused or unexcused is determined solely by the instructor with the exception of absences due to religious observance and officially approved trips described above. The Center for Campus Life will notify faculty, at the student’s request, when a student is absent for four consecutive days with appropriate verification of a health-related emergency. This notification does not excuse the student from class; it is provided as a courtesy. The service is explained as follows and can be found on the Center for Campus Life website at: http://www.depts.ttu.edu/centerforcampuslife/.

The Center for Campus Life is responsible for notifying the campus community of student illnesses, immediate family deaths and/or student death. Generally, in cases of student illness or immediate family deaths, the notification to the appropriate campus community members occur when a student is absent from class for four (4) consecutive days with appropriate verification. It is always the student’s responsibility for missed class assignments and/or coursework during their absence. The student is encouraged to contact the faculty member immediately regarding the absences and to provide verification afterward. The notification from the Center for Campus Life does not excuse a student from class, assignments, and/or any other course requirements. The notification is provided as a courtesy.

Academic Integrity and Student Conduct

We have two academic integrity and student conduct statements. One is from my department and the other is the university statement.
KSM Department Academic Integrity Policy

Adherence to the highest standards of academic honesty is required, with academic integrity a requirement. (See https://www.depts.ttu.edu/studentconduct/academicinteg.php for TTU’s statement of academic integrity.) The faculty member in whose class academic dishonesty allegedly occurs will report the student(s) involved with the act of academic misconduct to the Office of Student Conduct using the Academic Integrity Incident Report Form. All written assignments must be completed independently and individually, unless specified otherwise by the instructor. Any attempt by students to present as their own any work they have not completed themselves is regarded by the faculty as a serious offense and renders the student liable to serious consequences, including possible removal from the program, and possible probation, suspension or expulsion from the University. Upon investigation and adjudication by the Office of Student Conduct, a referred student who is found responsible for a policy violation will be subject to the following outcomes. If plagiarism or another act of academic dishonesty is found to occur in any departmental course, students will receive a zero on that assignment. If a student cheats on an exam or allows another student to cheat from his or her exam or other graded assignment, each student found responsible for academic dishonesty will receive a zero on that exam or other graded assignment. No materials such as a smartphone or smartwatch are allowed during an exam. Any use of a smartphone during an exam (for any reason) is considered a violation. If academic dishonesty occurs a second time in the same course the student will be referred to the Office of Student Conduct for academic dishonesty for further disciplinary action. If the Office of Student Conduct determines the student is responsible for the violation, the student will receive an F in the course.

University Academic Integrity Policy

Responsible citizenship among college students includes honesty and integrity in class work; regard for the rights of others; and respect for local, state, and federal laws as well as campus standards. Specific standards concerning the rights and responsibilities of students and registered student organizations at Texas Tech are contained in the Code of Student Conduct and Student Handbook. Students are expected to become thoroughly familiar with and abide by these standards. The Code of Student Conduct and Student Handbook may be obtained from the Office of Student Judicial Programs, Student Union, (806) 742-1714, or online at www.studentaffairs.ttu.edu or www.depts.ttu.edu/studentjudicialprograms.

Academic Integrity

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension. The instructor in a course is responsible for initiating action for dishonesty or plagiarism that occurs in his or her class. In cases of convincing evidence of or admitted academic dishonesty or plagiarism, an instructor should take appropriate action. Before taking such action, however, the instructor should attempt to discuss the matter with the student. If cheating is suspected on a final exam, the instructor should not submit a grade until a reasonable attempt can be made to contact the student, preferably within one month after the end of the semester. See the section on “Academic Conduct” in the Code of Student Conduct for details of this policy.

Scholastic dishonesty

Includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Cheating

Includes, but is not limited to, the following:
• Copying from another student’s test paper.
• Using materials during a test that have not been authorized by the person giving the test.
• Failing to comply with instructions given by the person administering the test.
• Possessing materials during a test that are not authorized by the person giving the test, such as class notes or specifically designed “crib notes.” The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test.
• Possessing, using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program.
• Collaborating with or seeking aid or receiving assistance from another student or individual during a test or in conjunction with an assignment without authority.
• Discussing the contents of an examination with another student who will take the examination.
• Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student.
• Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment.
• Paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program.
• Falsifying research data, laboratory reports, and/or other academic work offered for credit.
• Taking, keeping, misplacing, or damaging the property of the university, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct.

**Plagiarism**

Includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one’s own academic work being offered for credit. Any student who fails to give credit for quotations or for an essentially identical expression of material taken from books, encyclopedias, magazines, Internet documents, reference works or from the themes, reports, or other writings of a fellow student is guilty of plagiarism.

**Collusion**

Includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

**Falsifying academic records**

Includes, but is not limited to, altering or assisting in the altering of any official record of the university, and/or submitting false information or omitting requested information that is required for or related to any academic record of the university. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

**Misrepresenting facts** to the university or an agent of the university includes, but is not limited to, providing false grades or resumes; providing false or misleading information in an effort to receive a postponement or an extension on a test,
quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual; or providing false or misleading information in an effort to injure another student academically or financially.

Civility in the Classroom

All students in the class will treat fellow classmates, the professor, the assistant, and guests in the classroom with respect. Respect includes but is not limited to, arriving to class on time, not making unnecessary noise or speaking when others are speaking, attending to those who are speaking, and not engaging in disruptive behaviors. A student lacking civility will be asked to leave the classroom. If the behavior continues, the students will be asked not to return to the classroom.

Students with Disabilities ADA Statement

Any student who because of a disability may require special arrangements in order to meet course requirements should contact the instructor as soon as possible to make any necessary accommodations. Student should present appropriate verification from AccessTECH. No requirement exists that accommodations be made prior to completion of this approved university procedure. Students with disabilities are encouraged to use AccessTECH which publishes a Desk Reference for Faculty and Staff that is very helpful. You may call the AccessTECH Office at 742-2092 to request a copy.

The Ombudsman for Students is available to assist students with any conflict or problem that has to do with being a student at Texas Tech University. You may visit the Ombudsman in 237 Student Union Building or call 742-SAFE.